Informational/Expository Text

Comprehension Strategies
Using Text Structure

- Using text structure is an important aspect of being a strategic reader. (Kletzien, 1992)

- Understanding and utilizing text structure can help children comprehend expository text. (Richegels, McGee, Lomax & Sheard, 1987; Roller, 1990)
Instruction should include:

- Key words that will enable students to recognize text structure.

- Graphic organizers that can be used to record and organize information from the text.
Five Informational/Expository Text Structures

Description

The text is written using lists of characteristics, features or examples of the topic.

Key Words:
  for example
  characteristics of...are
  for instance
Sequence

The passage is written with events or items contained in chronological or numerical order.

Key Words:
next
then
finally
first
second
third
not long after
Sequence
Sequence (Time Line)

1939 → 1940 → 1944
Comparison (Compare-Contrast)

- The writer shows how two or more things are the same or different.

- Key Words:
  however
  likewise
  same as
  in contrast
  on the other hand
  but
Cause and Effect

- The writer lists one or more causes and the effect of all or each.

- Key Words:
  as a result
  because
  therefore
  consequently
  as a result
Problem and Solution

- The writer indicates a problem and then identifies one or more solutions for the problem.

- Key Words:
  - therefore
  - this led to
  - thus
Problem and Solution

Problem ➔ Solution
Features of Informational/Expository Text

- Table of Contents
- Chapters
- Headings and subheadings
- Illustrations (maps, graphs, diagrams, pictures, cartoons)
- Captions
- Index
- Vocabulary noted in italics or bolded
- Glossary
- References
Scanning
Readers examine or read something quickly, but with a particular purpose.

Readers know what information they are seeking.

Text Lookbacks
Returning to text to search for information.
Strategy: Use of key words
Skimming

Skimming
The readers quickly read over the text to get a general impression of its content.

The readers preview the text and start to activate their background knowledge.
Adjusting Reading Rate

- Readers adjust their reading rate based upon the type of text and the purpose for reading.
The rate in which a student reads text is influenced by:

- The speaking-listening rate the reader is accustomed to
- Prior knowledge of the text topic
- The rate that the student can receive and think about the information in the text
- The purpose for reading the text
- The organization of the text
- The author’s style of writing